

## Buena Vista Elementary

310 S. Batesville Road  
Greer, South Carolina 29650

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	745 Students	
<b>Principal</b>	Ann K. Mohr	864-355-2200
<b>Superintendent</b>	Phinnize J. Fisher, Ed.D.	864-241-3456
<b>Board Chair</b>	Charles J. Saylor	864-322-9053

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
16	2	0	0	0

### IMPROVEMENT RATING

GOOD

### ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	No
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Excellent	Good	Yes

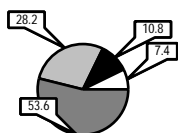
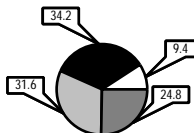
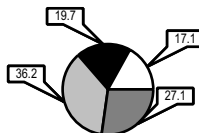
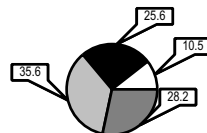
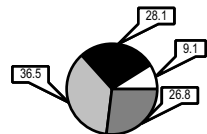
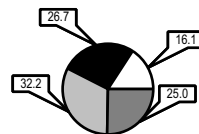
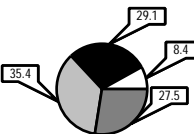
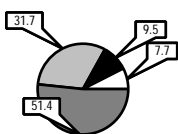
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	381	99.5	7.1	28.3	53.7	10.9	74.6	Yes	Yes
<b>Gender</b>									
Male	192	100.0	7.9	31.1	54.8	6.2	72.3		
Female	189	98.9	6.4	25.4	52.6	15.6	76.9		
<b>Racial/Ethnic Group</b>									
White	300	99.7	4.6	25.5	58.2	11.7	80.1	Yes	Yes
African American	32	96.9	26.7	53.3	20.0	0.0	30.0	I/S	I/S
Asian/Pacific Islander	25	100.0	0.0	31.6	57.9	10.5	73.7	I/S	I/S
Hispanic	22	100.0	22.2	22.2	38.9	16.7	61.1	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	321	99.4	2.4	27.8	57.4	12.4	80.8		
Disabled	60	100.0	30.5	30.5	35.6	3.4	44.1	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	381	99.5	7.1	28.3	53.7	10.9	74.6		
<b>English Proficiency</b>									
Limited English Proficient	14	100.0	10.0	60.0	30.0	0.0	50.0	I/S	I/S
Non-Limited English Proficient	367	99.5	7.1	27.4	54.4	11.2	75.3		
<b>Socio-Economic Status</b>									
Subsidized meals	56	98.2	26.5	49.0	24.5	0.0	32.7	Yes	Yes
Full-pay meals	325	99.7	4.0	24.9	58.5	12.6	81.4		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	381	99.5	9.1	31.7	24.9	34.3	71.4	Yes	Yes
<b>Gender</b>									
Male	192	99.5	9.6	28.2	26.0	36.2	73.4		
Female	189	99.5	8.7	35.3	23.7	32.4	69.4		
<b>Racial/Ethnic Group</b>									
White	300	99.7	4.6	31.2	27.7	36.5	77.0	Yes	Yes
African American	32	96.9	46.7	46.7	6.7	0.0	20.0	I/S	I/S
Asian/Pacific Islander	25	100.0	0.0	21.1	21.1	57.9	89.5	I/S	I/S
Hispanic	22	100.0	27.8	22.2	16.7	33.3	55.6	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	321	99.7	5.2	29.2	27.1	38.5	77.7		
Disabled	60	98.3	28.8	44.1	13.6	13.6	40.7	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	381	99.5	9.1	31.7	24.9	34.3	71.4		
<b>English Proficiency</b>									
Limited English Proficient	14	92.9	20.0	50.0	10.0	20.0	50.0	I/S	I/S
Non-Limited English Proficient	367	99.7	8.8	31.2	25.3	34.7	72.1		
<b>Socio-Economic Status</b>									
Subsidized meals	56	98.2	34.7	44.9	12.2	8.2	30.6	Yes	Yes
Full-pay meals	325	99.7	5.0	29.6	26.9	38.5	78.1		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	381	99.2	16.6	36.4	27.2	19.8	47.0
<b>Gender</b>							
Male	192	100.0	15.3	35.0	28.8	20.9	49.7
Female	189	98.4	18.0	37.8	25.6	18.6	44.2
<b>Racial/Ethnic Group</b>							
White	300	99.3	11.7	37.4	30.2	20.6	50.9
African American	32	96.9	60.0	33.3	6.7	0.0	6.7
Asian/Pacific Islander	25	100.0	5.3	21.1	36.8	36.8	73.7
Hispanic	22	100.0	33.3	38.9	5.6	22.2	27.8
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	321	99.1	10.7	39.0	29.0	21.4	50.3
Disabled	60	100.0	45.8	23.7	18.6	11.9	30.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	381	99.2	16.6	36.4	27.2	19.8	47.0
<b>English Proficiency</b>							
Limited English Proficient	14	100.0	40.0	20.0	40.0	0.0	40.0
Non-Limited English Proficient	367	99.2	15.9	36.9	26.8	20.4	47.2
<b>Socio-Economic Status</b>							
Subsidized meals	56	98.2	49.0	32.7	6.1	12.2	18.4
Full-pay meals	325	99.4	11.3	37.0	30.7	21.0	51.7

<b>Social Studies</b>							
All Students	381	99.2	10.0	35.8	28.4	25.8	54.2
<b>Gender</b>							
Male	192	100.0	9.6	31.6	29.9	28.8	58.8
Female	189	98.4	10.5	40.1	26.7	22.7	49.4
<b>Racial/Ethnic Group</b>							
White	300	99.3	5.7	35.6	31.0	27.8	58.7
African American	32	96.9	43.3	46.7	10.0	0.0	10.0
Asian/Pacific Islander	25	100.0	5.3	26.3	31.6	36.8	68.4
Hispanic	22	100.0	22.2	33.3	16.7	27.8	44.4
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	321	99.1	5.2	35.9	30.0	29.0	59.0
Disabled	60	100.0	33.9	35.6	20.3	10.2	30.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	381	99.2	10.0	35.8	28.4	25.8	54.2
<b>English Proficiency</b>							
Limited English Proficient	14	100.0	40.0	40.0	20.0	0.0	20.0
Non-Limited English Proficient	367	99.2	9.1	35.7	28.6	26.5	55.2
<b>Socio-Economic Status</b>							
Subsidized meals	56	98.2	32.7	49.0	12.2	6.1	18.4
Full-pay meals	325	99.4	6.3	33.7	31.0	29.0	60.0

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	126	99.2	4.0	12.9	63.7	19.4	83.1
	4	128	100.0	6.3	34.6	52.0	7.1	59.1
	5	146	99.3	9.0	39.6	48.6	2.8	51.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	124	99.2	2.7	16.1	57.1	24.1	81.3
	4	124	100.0	8.8	29.2	55.8	6.2	61.9
	5	133	99.3	9.6	38.4	48.8	3.2	52.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	126	99.2	5.6	33.1	46.0	15.3	61.3
	4	128	100.0	8.7	29.1	37.0	25.2	62.2
	5	146	100.0	5.5	31.0	25.5	37.9	63.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	124	98.4	5.4	35.7	33.9	25.0	58.9
	4	124	100.0	8.8	30.1	29.2	31.9	61.1
	5	133	100.0	12.8	29.6	12.8	44.8	57.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	124	99.2	13.4	39.3	37.5	9.8	47.3
	4	124	99.2	17.0	37.5	25.9	19.6	45.5
	5	133	99.3	19.2	32.8	19.2	28.8	48.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	124	99.2	6.3	33.0	43.8	17.0	60.7
	4	124	99.2	9.8	41.1	25.0	24.1	49.1
	5	133	99.3	13.6	33.6	17.6	35.2	52.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 745)</b>				
First graders who attended full-day kindergarten	78.6%	Down from 81.3%	96.8%	100.0%
Retention rate	2.2%	Up from 1.2%	2.0%	3.0%
Attendance rate	97.3%	Down from 97.4%	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	1.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	1.1%	3.2%
Eligible for gifted and talented	34.6%	Down from 42.5%	30.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.8%	Down from 10.1%	5.8%	8.2%
Older than usual for grade	0.1%	Down from 0.3%	0.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 40)</b>				
Teachers with advanced degrees	60.0%	Down from 64.1%	60.0%	52.6%
Continuing contract teachers	82.5%	Down from 92.3%	89.1%	83.3%
Highly qualified teachers	97.4%	Up from 97.0%	93.6%	93.5%
Teachers with emergency or provisional certificates	2.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	84.8%	Down from 87.2%	89.2%	87.0%
Teacher attendance rate	96.1%	Down from 96.2%	95.7%	95.0%
Average teacher salary	\$43,623	Up 1.7%	\$44,792	\$41,703
Prof. development days/teacher	11.1 days	Up from 7.1 days	12.8 days	12.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.3	4.0
Student-teacher ratio in core subjects	22.3 to 1	Down from 24.2 to 1	20.4 to 1	18.8 to 1
Prime instructional time	92.4%	Down from 93.0%	91.2%	89.8%
Dollars spent per pupil*	\$4,906	Down 0.4%	\$6,198	\$6,242
Percent of expenditures for teacher salaries*	64.9%	Down from 65.5%	67.0%	65.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	13.3%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL****GOALS AND OBJECTIVES**

The Buena Vista Elementary staff and stakeholders strive to attain three main goals for student achievement. 1) Students will master grade level standards in Mathematics, English Language Arts, Science, and Social Studies 2) A safe, orderly, and inviting learning environment will be provided for students, staff, and the community and 3) Student learning and achievement will improve through the integration of technology across the curriculum. These goals were chosen to address specific areas of need identified in the school program and to correlate with the school district's Education Plan. Progress towards achieving the goals is monitored by the staff and the School Improvement Council.

**ACCOMPLISHMENTS**

This year, the staff closed the gap in mathematics achievement by 50% between students who pay full price and students who are on free or reduced-price meals. The PTA implemented a schoolwide tutoring program, the Bobcat BrainBuilders, to enrich and/or remediate student learning. Our school was named a Palmetto Gold School of Excellence by the state department of education for the third year. Our goal of enabling all students to reach proficient or advanced levels of performance in all subject areas is becoming a reality.

**PLANS FOR THE FUTURE**

Buena Vista Elementary will continue to implement continuous improvement strategies for total quality education. Staff development will focus on brain research and differentiated learning as we attempt to better address students' diverse learning needs. The collection and analysis of student data will continue the completion of a precise picture of strength in the curriculum and those areas needing more emphasis.

Ann K. Mohr  
Principal

Phil Walden  
SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	43	126	104
Percent satisfied with learning environment	97.7%	84.0%	93.2%
Percent satisfied with social and physical environment	95.3%	84.8%	92.3%
Percent satisfied with school-home relations	100.0%	95.2%	86.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.